

Listening and Bright Spots Tour

Nevada State Board of Education

Survey Data and Facilitated Discussion

January 14, 2026

Dr. Victor Wakefield, Superintendent of Public Instruction



Survey Purpose

As part of his entry plan priorities, Superintendent Wakefield will engage in a statewide Listening & Bright Spots Tour, visiting communities across Nevada to listen, learn, and elevate what's working. The tour will include district visits that reflect Nevada's geographic, cultural, and demographic diversity—ensuring that families, educators, and students across the state help shape the next chapter of public education.

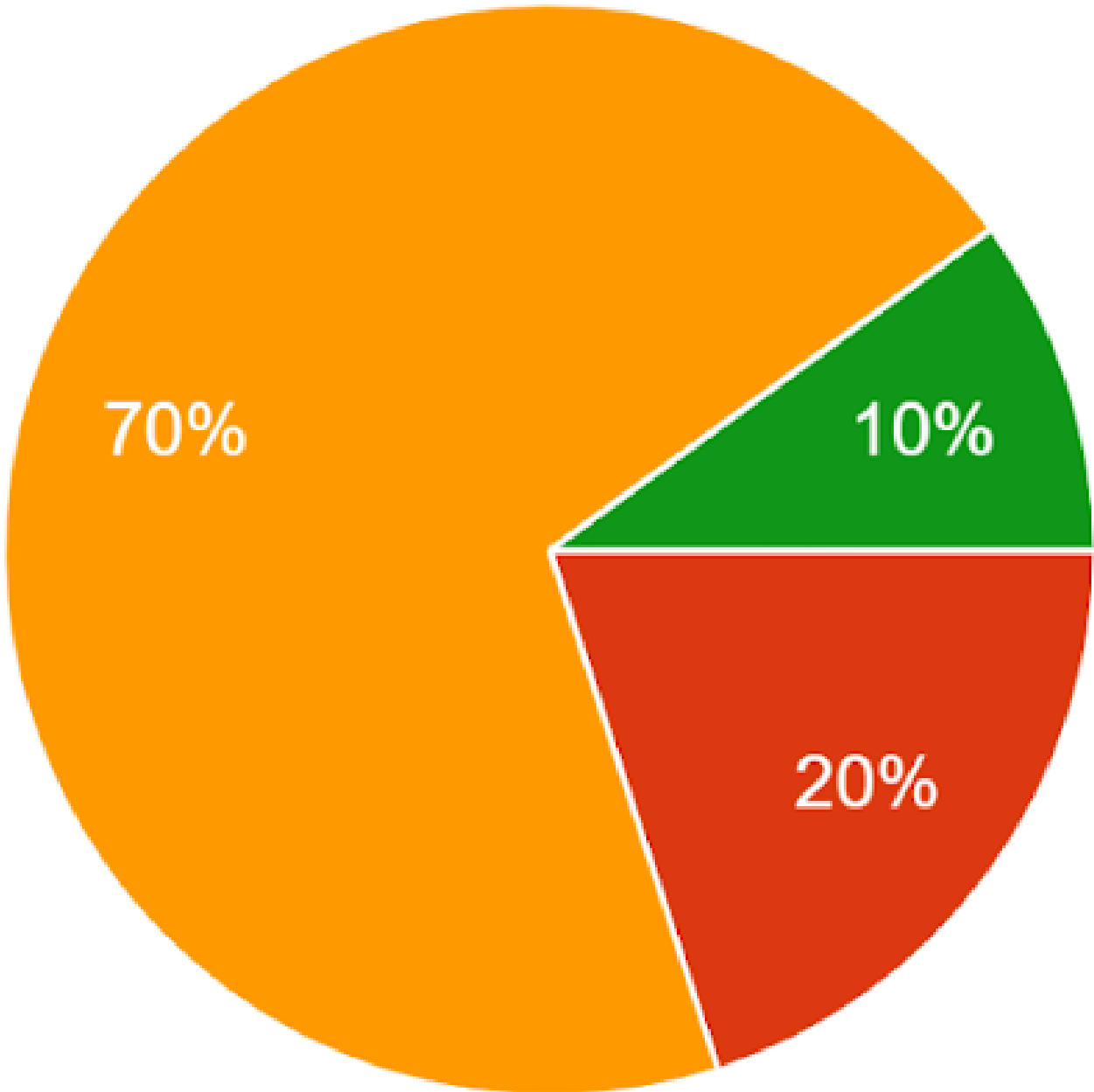
Guiding Questions

- Strong Academic Foundations
- College, Career, and Life Success
- Excellent and Empowered Educators
- Informed and Engaged Families
- Aligned and Coherent Systems
- Nevada Department of Education's Role

Strong Academic Foundations



How well does our system help every student develop the academic foundations of literacy, math, science, and social studies upon which future learning is built? What bright spots can we scale?



- 1 - Weak/Not Working Well
- 2 - Limited/Inconsistent
- 3 - Adequate/Mixed
- 4 - Strong
- 5 - Very Strong/Exemplary

n = 10 respondents

Key Trends

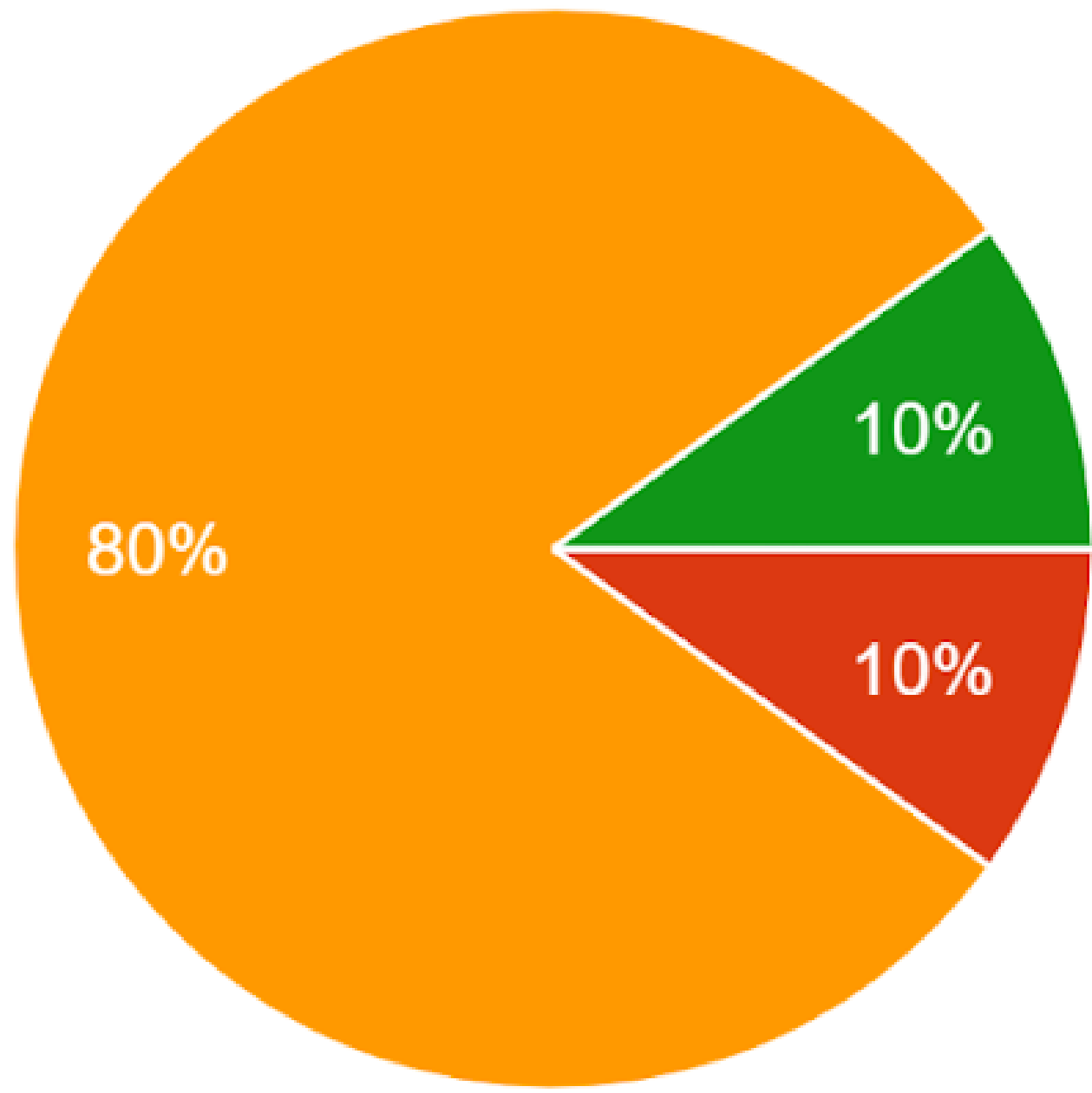
- Strong practices exist but are not systemically scaled
- Uneven access to high-quality instruction and support
- Persistent achievement gaps across student groups
- Concerns about curriculum, assessment, and student engagement
- Workforce and capacity challenges, particularly in rural communities

Respondent Quote

“Nevada has made progress in clarifying standards and expectations for literacy, math, science, and social studies, and there are clear bright spots, particularly in schools with strong leadership, aligned curriculum, and embedded intervention systems. However, access to high-quality instruction is still inconsistent across districts and schools, especially for multilingual learners, students with disabilities, and students in high-poverty settings.” [Full quote shortened]



How well are students prepared for a productive next step (enroll, employ, enlist, etc.) on the path to high-demand, high-wage careers?



- 1 - Weak/Not Working Well
- 2 - Limited/Inconsistent
- 3 - Adequate/Mixed
- 4 - Strong
- 5 - Very Strong/Exemplary

n = 10 respondents

Key Trends

- Limited real-world learning opportunities
- Uneven access to career pathways
- Need for stronger partnerships and guidance
- Data and systems constraints
- Encouraging progress alongside persistent challenges

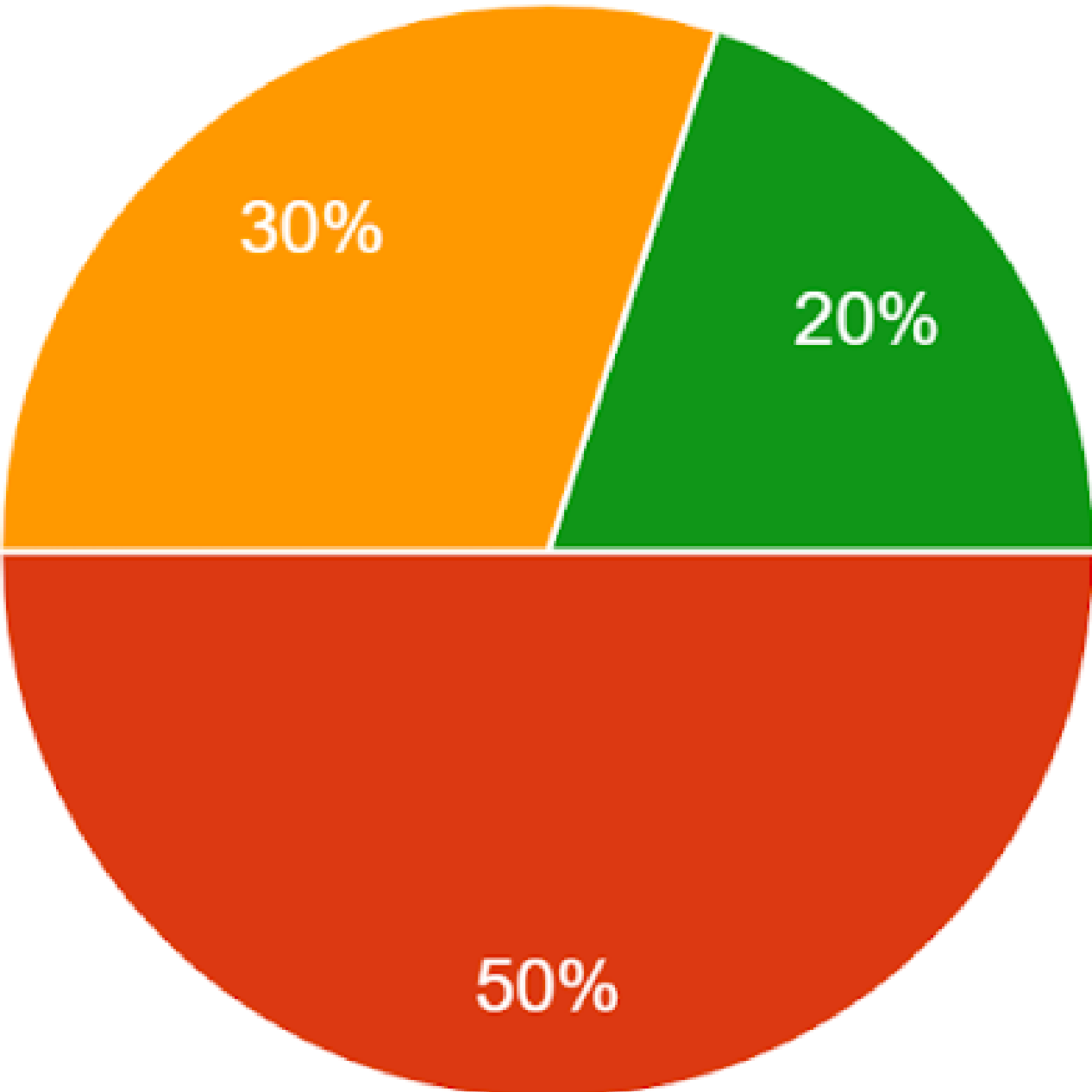
Respondent Quote

“Overall, student preparation for college, career, and life success is solid, but there are notable gaps that limit its effectiveness for all learners. Expanding work-based learning opportunities, strengthening partnerships with local employers, and ensuring more equitable access to CTE pathways would significantly enhance student readiness.” [Full quote shortened]

Excellent and Empowered Educators



How well-prepared, supported, and valued is Nevada’s educator workforce? How must our systems evolve to attract, develop, and retain the educators our future demands?



- 1 - Weak/Not Working Well
- 2 - Limited/Inconsistent
- 3 - Adequate/Mixed
- 4 - Strong
- 5 - Very Strong/Exemplary

n = 10 respondents

Key Trends

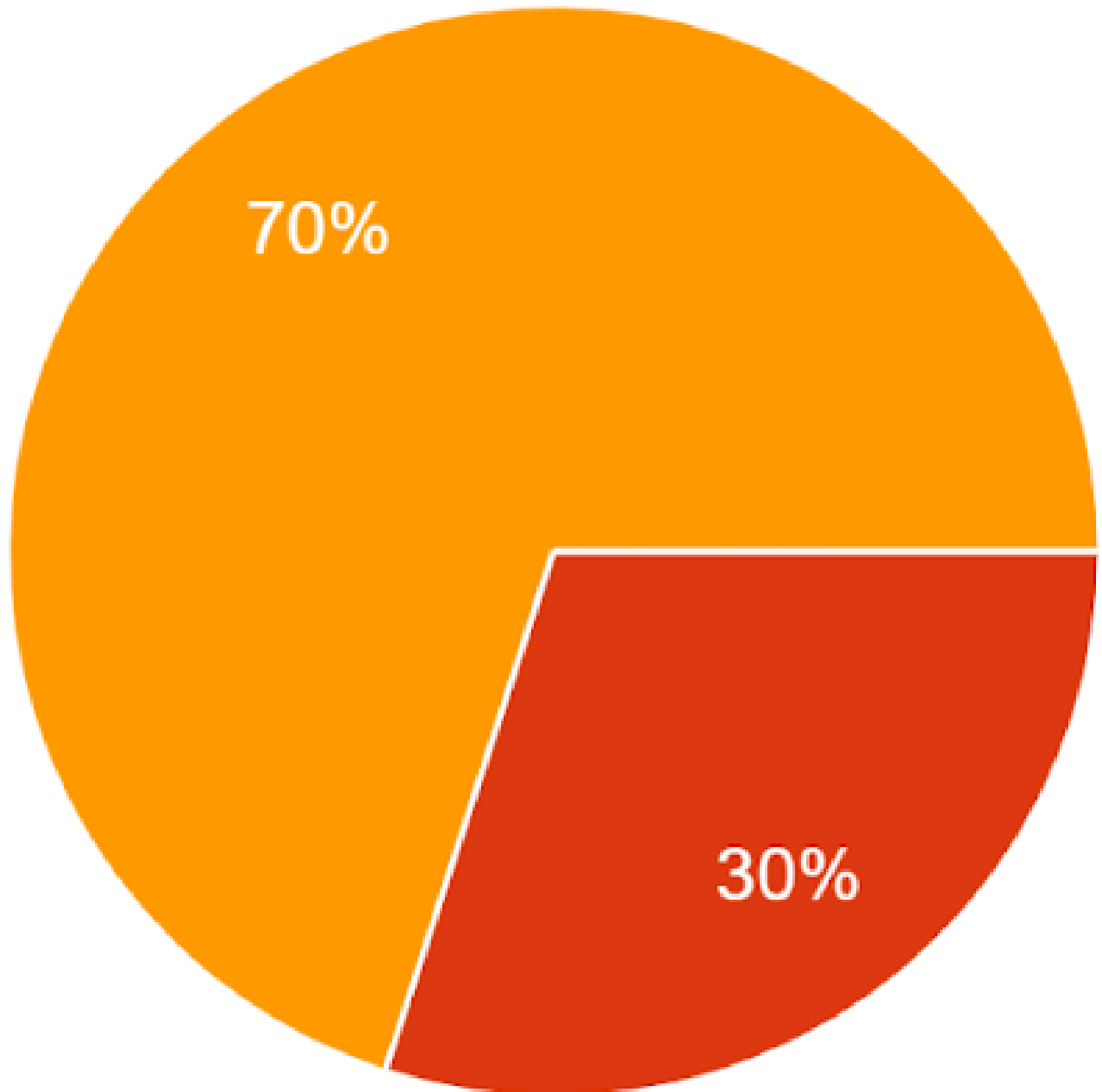
- Unsustainable workloads and limited support
- Ongoing retention and recruitment challenges (some progress made)
- Erosion of empowerment and trust
- Concerns about preparation of new educators
- Administrative and classroom pressures

Respondent Quote

“Nevada’s educator workforce is showing signs of improvement, particularly in teacher retention efforts and the availability of professional resources. Recent initiatives aimed at supporting educators and stabilizing the workforce have had a positive impact, and many teachers demonstrate strong commitment and resilience in their roles. However, despite these gains, educators are still being asked to do more than is sustainable. Many teachers manage excessive workloads, teach multiple subject areas or class sections, and operate with insufficient funding, materials, or instructional support.” [Full quote shortened]



How connected are families to their child's education? Do they receive clear, actionable information to support their children's success?



- 1 - Weak/Not Working Well
- 2 - Limited/Inconsistent
- 3 - Adequate/Mixed
- 4 - Strong
- 5 - Very Strong/Exemplary

n = 10 respondents

Key Trends

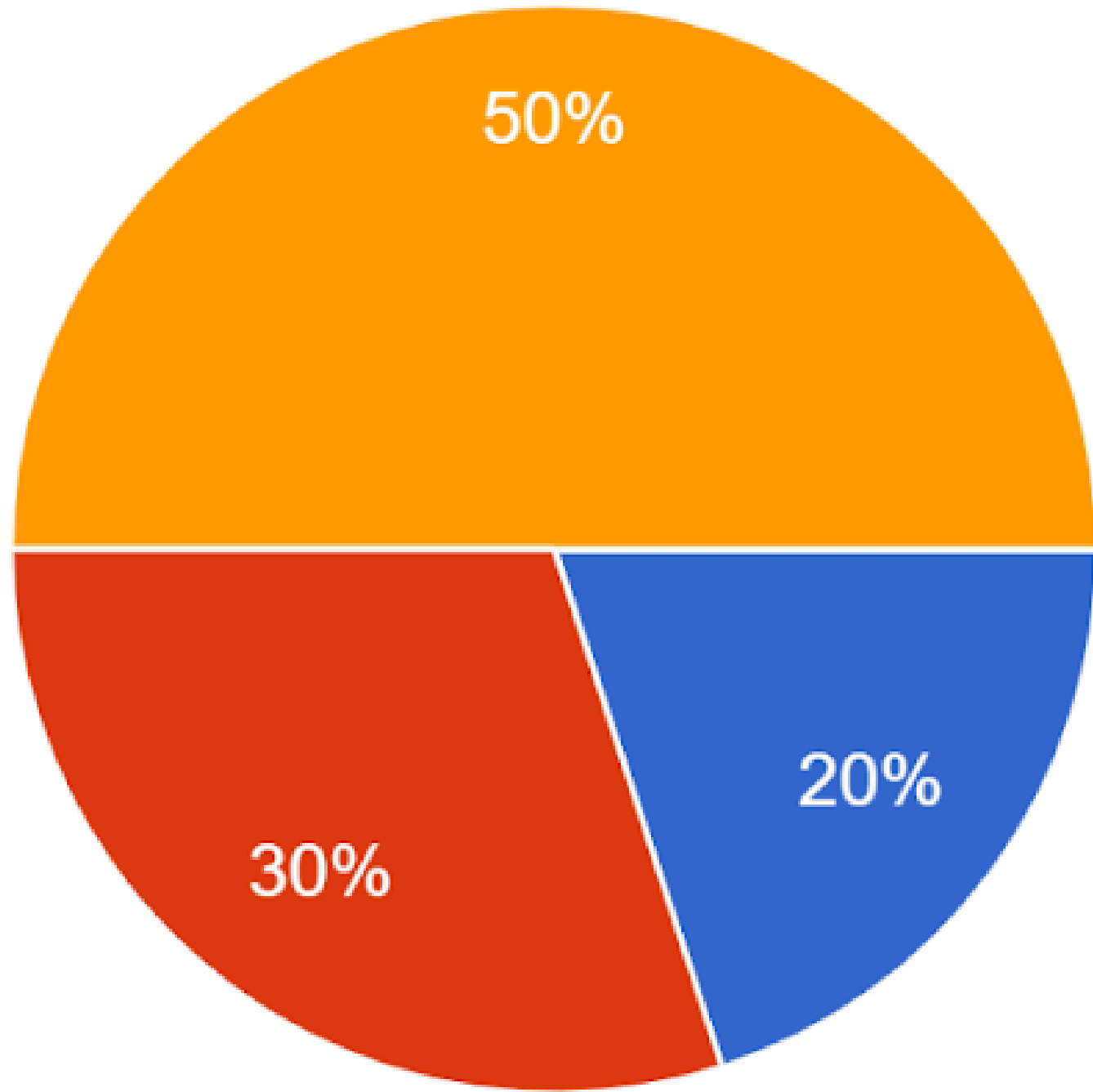
- Inconsistent family engagement across socioeconomic and other systemic factors
- Communication is often unclear or inaccessible
- Engagement centers on compliance rather than learning
- Effective practices are localized, not systemic
- Opportunity for stronger system-level support

Respondent Quote

“The bright spots of family engagement happen at the individual school level, usually directly correlated to the administrators, staff and parent groups. This is an area where the state could help districts communicate to and support families and caregivers to support the student, but it would require changes ie: less jargon when speaking to the community.”



How well are our data, funding, and accountability systems aligned to drive continuous improvement and better student outcomes statewide?



- 1 - Weak/Not Working Well
- 2 - Limited/Inconsistent
- 3 - Adequate/Mixed
- 4 - Strong
- 5 - Very Strong/Exemplary

n = 10 respondents

Aligned and Coherent Systems

Key Trends

- Misalignment across systems limits impact
- Concerns about funding adequacy and equity
- Fragmented data systems and limited usability
- Need for continuous improvement and accountability
- Progress underway with continued advocacy needed

Respondent Quote

“Overall, Nevada’s data, funding, and accountability systems are adequate but could be better aligned to more effectively drive continuous improvement and stronger student outcomes statewide. Existing systems provide useful information and structure, and they support basic accountability across schools and districts. However, alignment gaps remain that limit their impact at the classroom and student level. Data is not always translated into clear, actionable supports for teachers, and funding mechanisms do not consistently ensure that resources reach the students and schools with the greatest needs.”
[Full quote shortened]



Where do you see NDE adding value today, and where are the greatest opportunities for us to strengthen our service, partnership, and impact?

Current Value

NDE provides value through policy guidance, statewide coordination, aligning standards, distributing resources, managing grants, and providing technical assistance. They also set statewide direction, elevate equity, and create statewide coherence.

Opportunities

- Strengthen partnerships and service orientation
- Shift from compliance to service and practical support
- Vision, curriculum, and continuous improvement
- Set specific focus areas